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ENG 1001-006: Composition and Language

Judith Corbin
Eastern Illinois University

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Judith Corbin
English 1001C
Spring 1999 Syllabus

Office: 339J
Phone: 581-6318
Office Hours: MW 9:00-9:45;
11:00-11:45 or by appointment

TEXTS: Axelrod, Rise B. And Charles R. Cooper. The St. Martin's Guide to Writing, 5th ed.
New York: St. Martin's Press, 1997.
Crump, Eric and Nick Carbone. Writing Online. New York: Houghton Mifflin, 1998.
Fulwiler, Rloby and Alan . Hayakawa. The Blair Handbook. New Jersey: Prentice-Hall,
Inc., 1997.
Miller, George. The Prentice Hall Reader. New Jersey: Prentice-Hall, 1998.

Also required: Several double sided, high density disks
A two-pocket folder
Webster's Collegiate Dictionary.

This course is designed to help you think and write at the university level. You will have extensive experience in analyzing and discussing other people's as well as your own social, historical, and cultural perspectives. You will learn how to research and how to incorporate the findings of your research into your own writing. By the end of the semester, you should be able to compose well-organized, polished expository and persuasive essays. The skills and experiences you acquire in English 1001c should provide you with a sound base for continued intellectual growth and expression.

Course Requirements:

1. **Reading and Writing:** You are expected to read all assignments and be able to participate in class discussion. As well, you will have frequent in-class writing which will culminate in four or five graded essays, and you will take some quizzes.
2. **Format:** The first page of every paper you turn in should have your name, section, and the date in the upper corner. Place your last name and the page number on succeeding pages. Only the last two papers of the semester require cover pages, but you should **title each essay**. There should be obvious revision between the first rough draft and the final, polished paper. **Keep the graded version of previous essays in your folder with new papers to be graded. Submit, along with the final copy of the latest essay, the following:** 1. Prewriting
2. Rough Drafts 3. Peer evaluations 4. An account of the problems you had with the paper.
5. An informal, honest, detailed note from you to me, telling me what you were trying to do in the paper; what seemed to work and what didn't; how the paper developed and changed from draft to revision; what parts you want me to notice in particular; what you learned from this particular assignment.
Any typographical errors are counted as errors just as are mistakes in grammar, spelling, punctuation, and mechanics, so neatly correct any errors with pen, if necessary.
3. **Late Papers:** All essays are due as noted in the assignment. Only authorized excused absences count; therefore, any unauthorized late paper will be marked down 2 points from the grade you would have received for each day your paper is late. No exceptions for any reason!

4. Attendance: Of course, you cannot do all your work in class, but you are required to do as much as possible in class. It is essential for you to discuss class assignments and your writing with one another and with me, and it is only fair to be available for group work. The university catalog states the following:

Students are expected to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence. Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity.... It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action....

The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences (46).

Note: I consider five absences excessive. Note, too, that neither a phoned nor an in-class personal notification is considered an automatically legitimate excuse. Bring official written proof.

5. **Plagiarism:** According to English Department guidelines, "Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)--has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" for the essay and a grade of NC for the course."
6. I will schedule individual conferences with you throughout the semester in my office, 339J, to discuss your papers and your progress in the class. However, feel free to drop by my office during office hours or to ask for an appointment if necessary.
7. **Grading:** You must complete all major assignments in order to be eligible for (not guaranteed) a passing grade (normal percentages: 90-100 A; 80-89 B; 70-79 C; Below 70, NO Credit) according to criteria set forth in the "Standards for Evaluating Themes"). Your first, diagnostic, paper is not graded. One final grade will be based on the following:

first graded paper	10% of grade
second graded paper (persuasive-3 typed pages minimum)	15% of grade
1 longer persuasive paper	25% of grade
1 research paper (length determined later)	30% of grade
final in-class paper	10% of grade
Class participation (includes writing, peer evaluating, discussion, quizzes, group work)	10% of grade

8. If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services at 581-6583.

Note: L=computer Lab; C=Coleman Room 302

The assignment for each date is to be read before class. There will be changes and additions to the syllabus, for which you are also responsible at the designated class time. Come prepared with ideas for writing the type of paper suitable for each reading assignment.

For every class period, bring the Blair handbook and writing paper along with whatever other text is assigned. Make sure you bring your disks to lab. I will deduct points from your final grade if you have come to class unprepared with text or disk more than twice.

Week 1

Mon.	Jan.	11	L-Introduction to class; writing
Wed.	Jan.	13	L-Read <u>Prentice Hall</u> , 1-15 and "Mother Tongue," 406ff
Fri.	Jan.	15	L-Writing

Week 2

Mon.	Jan.	18	Martin King's birthday--no class
Wed.	Jan.	20	C- <u>Blair</u> , "The Word," 501-564; bring your dictionaries
Fri.	Jan.	22	C-"Nameless, Tennessee," 150 ff. and "Cinematypes," 193 ff. from <u>Prentice Hall</u> ; Blair, 90-91

Week 3

Mon.	Jan.	25	L-Writing; assign., <i>Paper #1</i> due Feb. 3
Wed.	Jan.	27	L-Work on paper
Fri.	Jan.	29	L-peer evaluations

Week 4

Mon.	Feb.	1	C- <u>Blair</u> , 390-432, sentences, introductions; <u>S t. Martin's</u> , Sanders, "The Inheritance of Tools," 167 ff.
Wed.	Feb.	3	C- <i>Paper #1 due</i> ; <u>Blair</u> , "Cueing the Reader," 465 ff; "Essay Exams," 630 ff.; <u>Prentice Hall</u> , Jordan, "That Lean and Hungry Look," 243 ff
Fri.	Feb.	5	C-Writing, discussion

Week 5

Mon.	Feb.	8	L- <u>Blair</u> , 122-148; <u>St. Martin's</u> 526-543, "Arguing"; handout; begin in-class <i>Paper #2</i> , due at end of class on Wed., Feb. 10
Wed.	Feb.	10	L- <i>Paper #2 due at end of class</i> ; no peer evaluations
Fri.	Feb.	12	Lincoln's birthday--No Class

Week 6

Mon.	Feb.	15	C-Discuss paper; <u>Blair</u> , 197-220, research; assign. <i>Paper #3</i>
Wed.	Feb.	17	C-Discussion, writing; develop a tentative thesis
Fri.	Feb.	19	Library Research: Find 2 sources that support your argument and 2 sources that challenge your argument, to use within your paper

Week 7

Mon.	Feb.	22	L-Begin <i>Paper #3</i> , due March 10
Wed.	Feb.	24	L-Work on paper
Fri.	Feb.	26	L-Work on paper

Week 8

Mon.	Mar.	1-Mar. 5	Conferences in my office; bring completed rough draft and answers to questions as designated
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Week 9

Mon.	Mar.	8	L-Wrap-up Paper
Wed.	Mar.	10	L-Paper #3 due at beginning of class; <u>Blair, St. Martin's</u> on research; assign., Paper #4
Fri.	Mar.	12	Begin research in library: come back to class on March 22 with a written idea about your research paper

Week 10**March 15-19****Spring Break****Week 11**

Mon.	Mar.	22	C-Got a thesis yet? Research work; bring texts
Wed.	Mar.	24	Research in library; submit a well-defined thesis on Friday
Fri.	Mar.	26	Work on paper

Week 12

Mar. 29-April 2	Research should be about finished; have a rough draft for Conference
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Week 13**April 5, 7, 9****Conferences: Bring completed rough draft, answers to questions to conference.****Week 14****April 12, 14, 16****L-Work in lab on paper; make sure you do your peer evaluations!****Week 15**

Mon.	April	19	C-Paper #4 due at beginning of class; begin discussion
Wed.	April	21	C-Discussion; <u>Blair</u>, 791-795; handouts
Fri.	April	23	C-Discussion

Week 16

Mon.	April	26	L-Begin writing Paper #5
Wed.	April	28	L-Finish paper
Fri.	April	30	L-Last class day; discussion

NO final exams in 1001